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ABSTRACT

Criteria for self-study by theological school governing boards are presented. For each criterion, questions are presented, along with three response options: "yes," "no," and "do not know or can not judge." A response option for judging the board's overall performance on each criterion is also included. In addition, brief introductory comments for each criterion are presented. The criterion are as follows: institutional mission and educational policy, institutional planning, physical plant, financial management, financial support, board membership, board organization, board/chief executive relations, board/faculty relations, board/student relations, relations with the church/denomination, and multi-tiered boards. A checklist designed to help board members assess the extent to which they have absorbed their roles and institutions is also presented, which covers the trustee's background and traits, knowlege of the institution, board and committee meetings, fund-raising and public relations, board functions and procedures, and board membership and leadership. Finally, considerations addressed by open-ended questions include: issues that have most occupied the board's time and attention during the past year; successes and shortcomings of the board; and the relationship between the church authority and the school. (SW)

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self-study criteria

for governing boards of theological schools

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Acknowledgement

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Suggestion to Users: This form can be adapted to meet the distinctive characteristics of your board and institution. Responses that require qualification or clarification can be explained in the "comment" section for each criterion. (A separate **User's Guide** for implementing a self-study is also available from AGB.) Please note that a separate "Trustee Audit" section is an optional feature that can be summarized in the same fashion as the preceding "Criteria."

CRITERION 1

Mission and Educational Policy

No institution can be all things to all people. Each theological school must decide what its particular mission is—its *real purpose*—if it is to have sound direction. The mission must be defined clearly so students will know the institution's purposes and objectives, faculty members will know how to direct their efforts, and the several constituents on whom the school depends will know what they are supporting.

Adopting an institutional mission statement is the responsibility of the governing board. However, the development of such a statement should be a cooperative effort of the administration, the faculty, the students, the board, and, where appropriate, be guided by current church policy. Acting alone, the board lacks the professional experience to define educational goals in detail. Its role is to ensure that the mission is stated clearly and reviewed annually; and because it stands apart from day-to-day operations, administrative preoccupations, and faculty special interests, the board is in a unique position to lead, seek consensus, and stimulate action.

	Yes	No	Don't Know or Can't Judge
1. Was the formulation of the current mission statement a result of a cooperative effort of the administration, the faculty, the students, the board and, where appropriate, guided by current church policy?	_____	_____	_____
2. Has your board had a recent opportunity to review and/or amend its institutional mission statement?	_____	_____	_____
3. In your opinion is this statement sufficiently clear and useful to serve as a guide to the board, administration, and faculty?	_____	_____	_____
4. Does the board assume a role in helping to determine whether:			
a. existing educational programs are viable and consistent with the school's mission?	_____	_____	_____
b. proposed programs are consistent with the school's mission and likely to be viable?	_____	_____	_____
c. programs proposed for discontinuance should be dropped?	_____	_____	_____
5. Do you feel that the school lives up to its stated mission?	_____	_____	_____
6. Does the board have a means of determining whether graduates are adequately prepared to fulfill their roles and responsibilities?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:
Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____
Don't Know or Can't Judge _____
Further comments, suggestions, or clarifications related to this criterion:

CRITERION 2

Institutional Planning

Effective planning is increasingly essential. The number and future sources of students, and projections of expenses and income need to be studied. The character of the educational program and student services must be considered with regard to the spiritual development of students. The size and quality of the faculty and its ratio of full-time to part-time and adjunct status are matters to be carefully plotted.

The board should not merely adopt the institutional plan. It should be involved in a continuous planning process, and the adopted plans should be consistently used by the board as a guide to decision making.

	Yes	No	Don't Know or Can't Judge
1. Within the past three years, has the board been involved in the process of requiring, reviewing, and approving comprehensive institutional plans regarding:			
a. student recruitment?	_____	_____	_____
b. staffing?	_____	_____	_____
c. physical facilities?	_____	_____	_____
d. availability of resources?	_____	_____	_____
e. educational programs?	_____	_____	_____
f. spiritual development?	_____	_____	_____
2. Does the board have a schedule for review (and possible revision) of planning objectives on a regular basis?	_____	_____	_____
3. Do board (or committee) meeting agendas at least occasionally include key issues which bear on the planning process?	_____	_____	_____
4. Do you feel that the majority of board members are sufficiently knowledgeable about the school, theological education, and church needs to respond intelligently to planning issues and alternatives?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:

Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments, suggestions, or clarifications related to this criterion:

CRITERION 3

Physical Plant

It is the board's responsibility to create and maintain a physical environment that is conducive to learning and to spiritual development. Decisions that involve the campus master plan and the capital outlay budget requests are major concerns. Prudent management suggests that maximum use of remodeling of the present physical plant be made before any new construction is considered. Attention should be given to maintenance requirements and escalating energy and utility costs. Efficient use of the board's time and effort requires that it be concerned only with those matters that cannot be delegated properly to the staff.

	Yes	No	Don't Know or Can't Judge
1. In making decisions on buildings, does the board consider the ways in which the physical environment promotes academic and spiritual growth?	_____	_____	_____
2. Has the board approved a master plan for the physical campus which includes both present and anticipated needs?	_____	_____	_____
3. Within the past two years, has the board received and reviewed a report on physical plant utilization—classroom, dormitory, office, and other building space?	_____	_____	_____
4. Prior to its consideration of requests for remodeling or new construction, has the board satisfied itself that present space is being used effectively and instructional areas are scheduled for optimum use?	_____	_____	_____
5. Has the board recently satisfied itself that maintenance programs and energy conservation measures are adequate and that they are not being unreasonably deferred?	_____	_____	_____
6. Do you feel that the board makes decisions on details related to buildings and grounds that really should be delegated to the administrative staff?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:

Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments, suggestions, or clarifications related to this criterion:

CRITERION 4

Financial Management

In the school's financial affairs the board has a responsibility to ensure that the institution has prudent fiscal management. This responsibility calls especially upon the expertise of those board members who are experienced in devising financial policies, managing investments, or who have other financial skills. The board must see to it that sound financial policies are followed, yet refrain from becoming involved in the execution of policies and administration of financial programs.

	Yes	No	Don't Know or Can't Judge
1. Do you feel that the board accepts fully its responsibility for prudent fiscal management?	_____	_____	_____
2. Are the board's review and approval of the budget carried out with sufficient care so that a desirable budget results?	_____	_____	_____
3. Does the board have within its membership persons with special expertise who give their advice and leadership in the following areas:			
a. long-range fiscal planning?	_____	_____	_____
b. fund raising?	_____	_____	_____
c. investment practices?	_____	_____	_____
d. fiscal management?	_____	_____	_____
e. budget review?	_____	_____	_____
f. analyses of reports and recommendations of the auditor?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:

Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments, suggestions, or clarifications related to this criterion:

CRITERION 5

Financial Support

A board has the responsibility for ensuring that financial resources are sufficient to meet operating costs. Part of this responsibility is discharged through careful oversight of the financial affairs of the institution. But board members also have a responsibility to contribute to the institution as their means allow, to encourage others to contribute, and to otherwise participate actively in the development program.

	Yes	No	Don't Know or Can't Judge
1. Do you feel that the development program is well organized into a continuing and coordinated effort of the board, the chief executive, and development officer?	_____	_____	_____
2. Do you feel there is an adequate financial commitment on the part of individual board members to:			
a. give personally?	_____	_____	_____
b. influence other persons or organizations to give?	_____	_____	_____
3. Is the board aware of the church's financial situation and recent trends in its support?	_____	_____	_____
4. Does the board keep sponsoring church leaders adequately informed of financial needs and institutional accomplishments?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:

Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments, suggestions, or clarifications related to this criterion:

CRITERION 6

Board Membership

A primary requisite for effective governance is the presence of men and women who have a commitment to the mission of the institution, and who have the skills, knowledge, and background necessary for effective decision-making. This is true whether the board names its own members or they are appointed by other church officials or organizations. The new demands currently faced by theological schools require that their boards have available to them a wide range of experiences and expertise. The board's membership should enable it to meet its varied roles and responsibilities. Each member must be willing to serve the interests of the institution as a whole.

	Yes	No	Don't Know or Can't Judge
1. Do you feel the members of the board are sufficiently committed to the mission of your institution?	_____	_____	_____
2. Does the board include persons with backgrounds in one or more of the following areas:			
a. higher education?	_____	_____	_____
b. theological education?	_____	_____	_____
c. pastoral ministries?	_____	_____	_____
d. management?	_____	_____	_____
e. personnel administration?	_____	_____	_____
f. fund raising?	_____	_____	_____
g. investment?	_____	_____	_____
h. real estate or construction?	_____	_____	_____
i. law?	_____	_____	_____
j. medicine?	_____	_____	_____
k. other: _____	_____	_____	_____
_____			
3. Do you feel that the board now contains members from a sufficient range of backgrounds and constituencies who possess sufficient skills to make it an effective board?	_____	_____	_____
4. Do you feel that the board's composition is adequate with respect to:			
a. age?	_____	_____	_____
b. sex?	_____	_____	_____
c. minority representation?	_____	_____	_____
d. geography?	_____	_____	_____
e. other: _____	_____	_____	_____
_____			
5. Does the board (or a committee) assess its membership needs and maintain a roster of prospective members for recruitment purposes?	_____	_____	_____
6. Do you feel that the board's policies and practices should be modified with respect to:			
a. clarifying trustee responsibilities?	_____	_____	_____
b. size of the board?	_____	_____	_____
c. length of trustee terms?	_____	_____	_____
d. whether there should be a limit to the number of successive terms?	_____	_____	_____
e. age limit or honorary retirement?	_____	_____	_____
f. ratio of non-ordained members to ordained members?	_____	_____	_____

	Yes	No	Don't Know or Can't Judge
7. Does the board have an established procedure for orienting new members to the school *and* to their duties and responsibilities?	_____	_____	_____
8. Does the board (or a committee) review the performance of individual members, including officers?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:
Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____
Don't Know or Can't Judge _____
Further comments, suggestions, or clarifications related to this criterion:

CRITERION 7

Board Organization

The effectiveness of a board depends greatly on the structure of its organization and the conduct of its meetings. A productive board is usually one that takes the time periodically to sort out its duties thoughtfully, review its organizational structure and rules procedure critically, and update its bylaws, policy or operations documents. In some cases it may be necessary to urge church authorities to revise their policies to provide more flexibility for board reorganization initiatives.

Committee structure depends upon the board's size, the frequency of meetings, and the workload that can be placed on individual members. Periodic critical review should also determine, among other things, if a few persons in fact are making most of the board's decisions, if responsible minority opinions have the opportunity for full board consideration, and if communication between the campus community and church leadership is open.

	Yes	No	Don't Know or Can't Judge
1. Within the past two or three years, has the board substantively reviewed its committee structure and bylaws?	_____	_____	_____
2. Do board meeting agendas:			
a. put before you issues of *policy* the board should consider?	_____	_____	_____
b. include appropriate supporting information?	_____	_____	_____
c. reach you sufficiently in advance of the meeting?	_____	_____	_____
3. Do you believe that the number and duration of board meetings are sufficient?	_____	_____	_____
4. Are board meetings conducted effectively and their agendas timely and stimulating?	_____	_____	_____
5. Do you feel that the present committee structure:			
a. handles efficiently the board's work?	_____	_____	_____
b. gives the full board the opportunity to be aware of issues being considered by the committees, including alternative actions?	_____	_____	_____
c. allows constituencies to be heard before recommendations are formed?	_____	_____	_____
6. Do board policies regarding board and committee membership afford sufficient opportunity for rotating leadership to retain trustee interest and commitment?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:

Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments, suggestions, or clarifications related to this criterion:

CRITERION 8

Board/Chief Executive Relations

Trustees and the chief executive share at least one major characteristic: they have a total institutional perspective. The quality of the "working relationship" between the board and the chief executive officer is of critical importance to the effectiveness of each. While the board must take responsibility for basic policies and their consequences, it must also give the chief executive the authority and flexibility to act decisively.

Selection and assessment of the chief executive officer should normally be a major responsibility of the trustees if they are to function effectively and collectively as a governing (rather than advisory) board. This selection should take into account not only his or her academic and administrative qualifications, but also his or her religious commitment.

	Yes	No	Don't Know or Can't Judge
1. Is there a written statement of role and responsibility for the chief executive which clearly outlines his or her functions and defines the board's expectations?	_____	_____	_____
2. Has this statement been reviewed within the last three years?	_____	_____	_____
3. Do you feel that the board has delegated to the chief executive sufficient authority to administer the institution successfully?	_____	_____	_____
4. Is there a climate of mutual trust and support between the board and chief executive?	_____	_____	_____
5. Has the board or some of its members counseled with the chief executive to provide guidelines to strengthen certain areas of his or her performance?	_____	_____	_____
6. Does the board or a board committee formally assess the chief executive's performance in some systematic way from time to time?	_____	_____	_____
7. Is there a clear understanding between the chief executive and the board concerning their respective roles?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:

Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments, suggestions, or clarifications related to this criterion:

CRITERION 9

Board/Faculty Relations

Effective educational policies depend in large part on the cooperative effort among faculty, students, administrators and the board. Primary responsibility for setting the academic mission lies with the board of trustees, while responsibility for the curriculum, methods of instruction, faculty status, degree requirements, and those aspects of student life related to the educational process lie primarily with the faculty.

The line between governing policy and operating policy is not easily drawn, but it must be established with reasonable clarity. The institution needs to be given academic direction, yet the faculty must be free to perform its professional work. This is especially important in a theological school where faculty differences of opinion may parallel doctrinal disagreements within a denomination.

	Yes	No	Don't Know or Can't Judge
1. Does the board have a satisfactory means of two-way communication with the faculty which does not circumvent the president's office?	_____	_____	_____
2. Does the board, through the chief executive, seek the advice and recommendations of faculty leaders in formulating basic educational policies?	_____	_____	_____
3. Do you feel that the board exercises authority over (*please choose one*):			
a. more aspects of educational affairs than it needs to?	_____		
b. fewer aspects of educational affairs than it should?	_____		
c. neither. Its participation in educational affairs is about right.	_____		
4. If the board has established requirements to assure faculty compatability with broadly held denominational beliefs, are you satisfied that these are appropriate and reasonable?	_____	_____	_____
5. Does the board delegate to the chief executive, academic officer and faculty full responsibility for implementing educational policies?	_____	_____	_____
6. Has the board adopted adequate policies concerning:			
a. grievance or due process procedures and the limits of its roles as a "court of last resort?"	_____	_____	_____
b. process for selection, promotion, retention, tenure?	_____	_____	_____
c. standards and procedures for judging and improving faculty performance?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:

Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments, suggestions, or clarifications related to this criterion:

CRITERION 10

Board/Student Relations

The board has a responsibility to provide a healthy campus environment that is conducive to personal, spiritual and academic development with sensitivity to the particular needs of theological students. The board should furthermore have appropriate means for effective communication with students without circumventing the office of the chief executive.

	Yes	No	Don't Know or Can't Judge
1. Does the board have appropriate means for effective communication with students which do not circumvent the president's office?	_____	_____	_____
2. Has the board approved policies that provide adequately for the students' physical, mental, and spiritual health, and non-curricular (cultural, educational, recreational) activities?	_____	_____	_____
3. Does the board review periodically the institution's programs for student aid?	_____	_____	_____
4. Does the board support administration efforts to assist students in seeking ministerial and other types of employment after graduation?	_____	_____	_____
5. Has the board ensured that there are adequate due process policies and grievance procedures for student appeal of perceived injustices (academic or other)?	_____	_____	_____
6. Are students and student organizations free to examine and discuss questions or issues of interest to them and to express opinions publicly, so long as it is clear that they speak only for themselves?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:

Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____

Don't Know or Can't Judge _____

Further comments, suggestions, or clarifications related to this criterion:

CRITERION 11 (Optional)
(Please respond if this criterion is appropriate to your institution.)

Relations With the Church/Denomination

Trustees must be aware of the legal arrangements and informal understandings which exist between the school and its primary denominational or church sponsor. Although the trustees' first line of responsibility should be to the integrity and welfare of the school on whose board they serve, they should also be sensitive to the policies of the school's sponsoring church or denomination. Achieving this balance in perspective may be more challenging if they are elected or appointed directly by the school's sponsor.

	Yes	No	Don't Know or Can't Judge
1. Do you feel that the interests of all segments of your denomination are heard and addressed by your board?	_____	_____	_____
2. Have there been major conflicts between the best interests of the school as a whole, and those of the sponsoring church organization?	_____	_____	_____
3. Do you attend conferences and conventions of various church or denominational groups:			
a. to help explain the purpose, goals and performance of your school?	_____	_____	_____
b. to hear the concerns and desires of these interested groups?	_____	_____	_____
4. Does your board relate well to the organizational pattern of your denomination or sponsoring church organization?	_____	_____	_____
5. Does the "grass roots" church membership understand and support your school's mission and programs?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:
Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____
Don't Know or Can't Judge _____
Further comments, suggestions, or clarifications related to this criterion:

CRITERION 12 (Optional)
(Please respond if this criterion is appropriate to your governance structure.)

Multi-Tiered Boards

Some theological schools have boards whose powers are shared with, or otherwise reserved by, a smaller corporate board. It is important in such situations to ensure that their respective purposes, authority and responsibilities are defined clearly and that lines of communication are open. In a similar vein, it is important that, if the school has a governing board, its authority as specified in the bylaws, articles of incorporation or other legal documents is commensurate with its responsibilities for the health, welfare and effective management of the institution.

	Yes	No	Don't Know or Can't Judge
1. Is there a clear understanding of roles and authority between the boards responsible for the governance of your school?	_____	_____	_____
2. Do one or more members of the "corporate board" also serve as members of the governing board?	_____	_____	_____
3. Are the members of your board satisfied that it has the authority necessary for it to fully meet its responsibilities?	_____	_____	_____
4. Has any higher authority directly contravened any action or recommendation of your board in recent years?	_____	_____	_____
5. Where the board chairperson is required to be a church or denominational leader, is there a climate of mutual trust and support between the board's members and the chairperson?	_____	_____	_____

Summary: In relation to this criterion I feel that the board's overall performance has been:
Very Good _____ Good _____ Adequate or Barely Adequate _____ Poor _____
Don't Know or Can't Judge _____
Further comments, suggestions, or clarification related to this criterion:

General Assessment

1. What issues have most occupied the board's time and attention during the past year?

2. What were the one or two successes during the past year stemming from board activity, for which the trustees feel special satisfaction?

3. What particular shortcomings do you see in the board's organization or performance that need attention?

4. Are there any ambiguities in the respective roles of the school's trustees as distinct from other church authority?

5. How would you characterize the current relationship between church authority or organization and the school?

6. Other comments or suggestions?

Trustee Audit

The responsibilities of individual trustees are different from those of boards as corporate entities. The following checklist is designed to help board members assess the extent to which they have absorbed the breadth and depth of their roles and institutions. The questions seem somewhat imposing, but they are not intended to cause acute trustee or presidential depression. A "perfect show" is an unreasonable expectation.

Candid responses can be helpful to the design of orientation programs for new board members, or future workshops and retreats. The checklist can be adapted to the unique characteristics of your particular institution as a supplement to the preceding board self-study criteria. It is adapted from the *Handbook of College and University Trusteeship* published by Jossey-Bass (1980). The questions are the result of the scrutiny of a number of chief executives and trustees.

	Yes	No	Somewhat or Sometimes
Background			
1. Do you feel you have adequate opportunity to understand your obligations, responsibilities and opportunities for growth as a trustee?	_____	_____	_____
2. Have you a clear grasp of your board's responsibilities?	_____	_____	_____
3. Are you familiar with your institution's stated mission, institutional plan and current policies?	_____	_____	_____
4. Do you stay abreast of church and theological education trends, through reading, attending conferences or other ways?	_____	_____	_____
5. Have you taken an opportunity recently to meet with trustees and educators from other theological institutions?	_____	_____	
6. Do you have adequate opportunities to know your fellow trustees?	_____	_____	_____
7. Do you find any conflict between your responsibility for the welfare and advancement of your institution and your responsibility to your church?	_____	_____	_____

8. What do you feel are your strongest areas of expertise based on your background and experience (x):

____ Budget/Finance	____ Education
____ Investments	____ Theological Education
____ Fund Raising	____ Pastoral Ministry
____ Public Relations	____ Local Church Affairs
____ Management	____ Denominational Organization
____ Planning	____ Faculty Affairs
____ Legal Affairs	____ Student Affairs
____ Plant Management	____ Marketing
____ Real Estate	____ Other:_____

9. Now go back and indicate any primary areas of interest outside of your areas of expertise (✓).

10. Are you satisfied that both your expertise and your interests are considered in your board and committee assignments?	_____	_____	_____
Knowledge of the Institution			
11. Are you familiar with your institution's recent history and what makes it distinctive from other seminaries of your denomination (or other non-denominational schools)?	_____	_____	_____

12. Cite three of its special strengths:

a) _____

b) _____

c) _____

(Continued)

Trustee Audit, continued

	Yes	No	Somewhat or Sometimes
13. And its three greatest needs:			
a) _____			
b) _____			
c) _____			
14. Do you feel well informed about the characteristics and quality of your institution's educational programs?	_____	_____	_____
15. Have you attended a campus event within the past year?	_____	_____	
16. Do you know the names of your institution's:			
a. key administrators?	_____	_____	
b. faculty leaders?	_____	_____	
c. student leaders?	_____	_____	
17. Have you met some of them apart from board meetings?	_____	_____	
18. Are you acquainted with the physical plant and maintenance needs of your institution?	_____	_____	_____
Board and Committee Meetings			
19. Are you satisfied with your attendance at board and committee meetings?	_____	_____	_____
20. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them?	_____	_____	_____
21. Do you prepare for board meetings by reading agendas and supporting material?	_____	_____	_____
22. Do you suggest agenda items?	_____	_____	_____
23. During meetings, do you help board and committee members to steer clear of non-policy matters better left to the administration?	_____	_____	_____
Fund Raising and Public Relations			
24. Do you contribute a gift to your institution according to your means for:			
a. annual operations?	_____	_____	_____
b. capital campaigns?	_____	_____	_____
25. Have you made provision for your institution in your estate plan?	_____	_____	
26. Within the past year or two have you helped secure a gift from an individual, corporation or other source?	_____	_____	
27. Have you recently taken advantage of an opportunity to say a good word about your institution to church leaders and church members?	_____	_____	
28. Do you take advantage of opportunities to inform other groups or persons about your institution or theological education generally?	_____	_____	_____

Trustee Audit, continued

	Yes	No	Somewhat or Sometimes
Financial Responsibilities			
29. Do you understand the concept of "fund-accounting"?	_____	_____	_____
30. Do you find your institution's financial statement intelligible?	_____	_____	_____
Board Functions and Procedures			
31. Are you mindful of your institution's stated mission, plan and goals, and current policies when voting on proposals presented to the board?	_____	_____	_____
32. Do you feel you are sensitive to the concerns of students and faculty while maintaining impartiality and a total institutional perspective?	_____	_____	_____
33. Do you help meet the needs of your chief executive for occasional counsel and support in his or her often difficult relationships with groups on- and off-campus?	_____	_____	_____
34. Do you appreciate the importance of keeping your chief executive informed in the event you establish personal communication lines with individuals on campus, and of the need to avoid prejudiced judgments on the basis of such relationships?	_____	_____	_____
Board Membership and Leadership			
35. Have you ever suggested to the board's nominating committee or to the appointing authority someone who would make an outstanding new board member?	_____	_____	
36. Are you satisfied that there are no real or apparent conflicts of interest in your service as a trustee?	_____	_____	_____
37. Do you avoid asking special favors of the administration, including requests for information without the knowledge of at least the board or a committee chairman?	_____	_____	_____
38. If you have not already done so, would you be willing to serve as a committee chairman or board officer?	_____	_____	
Why (or why not)? _____			
_____			
_____			
39. Have you found your trusteeship to be stimulating and rewarding thus far?	_____	_____	_____
Why (or why not)? _____			
_____			
_____			
40. How would you rate yourself as a trustee of this institution at this time?			
Above Average _____ Average _____ Below Average _____			